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ABSTRACT

This paper reports an overview of Project FOLLOW-UP, whose purpose was to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. The system designed is for use by machine or manual processing and is thus useful to small and large institutions while interfacing with present state reporting systems and extant Texas community college follow-up systems. It is flexible so that a college can adapt the system to its unique needs in order to obtain consistent information for use in local planning and evaluation. Elements of the system, which can be utilized individually or in combination, include: (1) Student's Educational Intent, (2) Withdrawal Follow-up, (3) Nonreturning Student Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. Among the characteristics of the system are pre-tested procedures and instruments for data collection, flexibility, provision of a mechanism for system evaluation, and structure around the concept of an educational management information system. A statewide Delphi technique study was utilized to obtain consensus on needed system characteristics. Procedures of the Delphi study are described, and the system brochure is appended. (JDS)

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ABSTRACT OF PRESENTATION
TO BE GIVEN AT
THE ASSOCIATION FOR INSTITUTIONAL RESEARCH FORUM
May 3-6, 1976

Los Angeles International Hotel at Los Angeles Airport

Title of Presentation: The Research and Development of a Post-Secondary Student Follow-up Management Information System for Texas (Project FOLLOW-UP)

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ABSTRACT OF PRESENTATION
THE RESEARCH AND DEVELOPMENT OF A POST-SECONDARY STUDENT FOLLOW-UP MANAGEMENT INFORMATION SYSTEM FOR TEXAS (PROJECT FOLLOW-UP)

Project FOLLOW-UP is currently developing and testing a management information system designed for the follow-up of students who enter Texas public community and junior colleges.

The total system is comprised of various subsystems concerned with different populations of students. The follow-up subsystems listed below are currently in the process of being developed:

I. Student's Educational Intent

II. Withdrawal Follow-up

III. Nonreturning Student Follow-up

IV. Graduate Follow-up

V. Employer Follow-up

VI. Adult and Continuing Education Follow-up

VII. State Follow-up Reporting.

Extensive testing of these subsystems is being done on a local institutional basis. Over half of the public community and junior colleges in Texas are involved in these pilot tests, with seven institutions doing in-depth work on a subcontract basis. The data being generated through these studies are being documented and utilized.

The design of this student follow-up system by Project FOLLOW-UP is being largely influenced by the results of a statewide study which has been conducted by the Project. The study, utilizing the Delphi research method and entitled SCOS-DELPHI (System Characteristic Opinion Study), was for the purpose of gaining consensus regarding the characteristics, terminology, etc., desirable in a state-coordinated follow-up system. Panelists were chosen from varying occupational areas and were representative of the public community/junior colleges in Texas. Personnel in the State Agencies were also among the panel members. The findings and conclusions from SCOS-DELPHI have been utilized extensively by Project FOLLOW-UP in the overall system design.

Project FOLLOW-UP became operational in May, 1974, and the current funding period will terminate in August, 1976--at which time the follow-up system and recommendations for future action will be presented to the State.

"THE RESEARCH AND DEVELOPMENT OF A POST-SECONDARY STUDENT FOLLOW-UP MANAGEMENT INFORMATION SYSTEM FOR TEXAS (PROJECT FOLLOW-UP)"

Presented at
Annual Forum of the Association for Institutional Research
May 3-6, 1976 - Los Angeles, California

As a result of legislation which stated that funds "shall be expended for the purpose of developing data directly relating to programs conducted by public junior colleges and shall be for the purpose of developing systems for use by the junior colleges," the Texas Education Agency (in cooperation with an Advisory Committee of two-year college educators) invited proposals and eventually selected Tarrant County Junior College, Fort Worth, Texas, as the prime contractor for the development of the follow-up system.

PURPOSE AND OBJECTIVES

The specific purpose of Project FOLLOW-UP is to develop, test and validate a management information system for the follow-up of students who enter Texas public community and junior colleges. The system is being designed for use by machine or manual processing, and therefore suitable for both large and small public two-year colleges.

Included in the system development are procedures to assure interface with present state reporting systems and utilization of presently operating Texas community college follow-up systems. Sub-systems for students seeking degrees, certificates, skill acquisition, skill upgrading, etc., in both credit and non-credit areas, are also being developed. Flexibility is being maintained so that Texas community colleges can institute the system by adapting it to unique needs of that institution. Community colleges share in the overall development of the system on a select subcontractor basis, and are kept abreast of Project FOLLOW-UP's activities through institutional representatives.

This system of follow-up management information provides means for the identification of the diverse goals of students in two-year colleges, as well as information regarding individual goal achievement. The system also provides methods for each institution to obtain consistent student follow-up information for use in local planning and evaluation.

PHASE DEVELOPMENT

Project FOLLOW-UP activities are consisting of six definable phases--each with its own set of specified objectives and planned outcomes. A listing of these phases, with an expected Project termination date of August 31, 1976, follows:

Developmental Phase

Design Phase

Sub-System Test Phase

System Integration Phase

Evaluation and Report Phase

Recommendations and Future Funding Phase

Full participation from many Texas public community and junior colleges is resulting in a coordinated, statewide effort to achieve optimum results of each phase and accomplishment of the goals of the overall Project.

SYSTEM DEVELOPMENT

The prime contractor (Project FOLLOW-UP) is coordinating the efforts of the two-year colleges in Texas to develop the student follow-up system over an approximate 27½ month period (May 15, 1974-August 31, 1976). During this period, the cooperative efforts of the colleges are being organized in the following manner:

1. SCOS-DELPHI Study (a survey conducted on a statewide basis to develop a consensus of opinion regarding the desirable characteristics of the follow-up system.)

   SCOS-DELPHI (System Characteristic Opinion Study) was conducted by the staff of Project FOLLOW-UP, Tarrant County Junior College, for the purpose of gaining input relevant to student follow-up from community and junior college educators in Texas. The study began in September of 1974, and was completed on April 9, 1975, with the receipt of the final Round III responses.

   The underlying Project philosophy is that a student follow-up system designed for use by community and junior colleges should utilize input from these colleges. The Delphi technique

developed by Rand Corporation, was chosen as a research tool for this purpose.

The conclusions drawn from the results of SCOS-DELPHI are impacting the design of the total follow-up system. Many characteristics and terms desirable for such a system have been determined through the Delphi study and are being incorporated into the master design by Project FOLLOW-UP.

The objective of the Delphi Technique is to obtain a consensus of opinion without bringing individuals together in a face-to-face meeting; this is achieved by having them complete a series of questionnaires interspersed with controlled feedback. The fact that the panel member's responses are obtained independently of one another by questionnaire minimizes the biasing effect of dominant individuals, and irrelevant communications.

The procedure of the Delphi Technique is iteration of rounds, with group opinion being defined as a consensus of opinions on the final round. Although such iteration may continue for any number of rounds, research has shown that most of the increase in the accuracy of the group's responses is realized by the end of the third round.

Members of the SCOS-DELPHI panel were comprised of individuals having expertise in the area of community/junior college education. Panelists represented 47 of the 48 Texas public community and junior colleges, Texas state agencies, Project FOLLOW-UP Advisory Committee, Advisory Council for Technical-Vocational Education in Texas, as well as individuals outside these groups.

Through the use of appointments by designated institutional representatives and members of the Project FOLLOW-UP Advisory Committee, 234 individuals were invited to become Delphi panel members. Of this number, 193 (representing 82%) accepted and responded with the Round I questionnaire. These 193 panelists participated 100% in the two final rounds.

The SCOS-DELPHI Round I questionnaire (8 pages in length) was predominantly open-ended in keeping with the Delphi method of gathering valuable information through these narrative responses. The analysis of Round I produced 61 statements which were presented as Round II on a Delphi format requiring the panelists to respond to each statement on a 1 through 7 (agree-disagree) ranking scale. The third and final Round (formated in the same manner) consisted of these same statements, including three additional ones, and statistical data from Round II in the form of

the group median and interquartile range for each statement. The panelists were instructed to reconsider their Round II response in light of the group opinion and respond to Round III accordingly. A narrative explanation was requested, should a response remain outside the interquartile range.

Fifteen different areas of employment were identified among the panelists. Each of these fifteen groups have been analyzed as to median response and interquartile range on each of the 64 statements comprising Round III. The response of the panelists in each of the fifteen employment areas can be compared with the total panel response on each of the 64 statements contained in Round III. The analysis graphically presents the degree of consensus within each employment area, as well as the degree of consensus among the 15 different areas represented.

The total panel response to each of the 64 Round III statements has been computed in terms of mean, median, standard deviation, and interquartile range. In addition, a frequency distribution illustrating the number of responses for each 1 through 7 ranking choice on each statement has been compiled. In keeping with the research findings concerning the Delphi Technique, convergence between Round II and Round III did occur, without exception, on each of the 61 SCOS-DELPHI statements reiterated on Round III.

2. The awarding of seven subcontracts

Institution	Activities	Subcontract Director
Alvin Junior College Alvin	Orientation and Exit Interviews. Drop-outs and Non-Returnees.	Jerry Carrier Counselor
Amarillo College Amarillo	Employer Follow-up (Graduates).	Larry Patterson Director, Financial Aid and Placement
College of the Mainland Texas City	Representative Sampling	Larry Wilkinson Director of Research
Del Mar College Corpus Christi	Follow-up Instrumentation and Methodology; Academic and Voc-Tech Graduate Follow-up; Manual vs. Machine Processing.	Ronald Fite Director of Placement

Institution	Activities	Subcontract Director
Navarro College Corsicana	Follow-up Cost Manhour Study	Ronald Baugh Director of Administrative Services
San Antonio Junior College San Antonio	Academic and Voc-Tech Graduate Follow-up; Orientation and Conditioning; Student Data Base; Follow-up Instrumentation and Methodology.	Ray Lewis Placement Director
Western Texas College Snyder	Student Data Base (Student Flow and Follow-up); Manual vs. Machine Processing.	Duane Hood Dean of Student Services

3. Interviews and discussions with public two-year college educators in Texas.

4. Consultative assistance by the Project Follow-up Advisory Committee.

5. Research of currently operating follow-up activities both inside and outside the State of Texas.

6. Input by Project FOLLOW-UP liaison personnel appointed by each two-year college in Texas.

7. Project FOLLOW-UP staff efforts.

8. Institutional volunteer efforts.

Follow-up system Manuals, which are the result of the above efforts, can be utilized by the two-year colleges of Texas to develop their own follow-up systems in a manner which will satisfy student follow-up informational needs for local and state reporting.

The system is being designed around the concept of an MIS (management information system) whose primary function is to supply student follow-up information to decision-makers for instructional and student services program planning and coordination. The final report will include suggested procedures and instruments which a college may use to implement any or all of the below subsystems:

I. Students Educational Intent
II. Withdrawal Follow-up
III. Nonreturning Student Follow-up
IV. Graduate Follow-up
V. Employer Follow-up
VI. Adult and Continuing Education Follow-up
VII. State Follow-up Reporting

Twenty-eight of the colleges in Texas are actively involved in testing various follow-up instruments on a volunteer basis, thereby generating local student follow-up data while evaluating suggested follow-up procedures. As discussed previously, seven colleges (Alvin Community College, Amarillo College, College of the Mainland, Del Mar College, Navarro College, San Antonio College, and Western Texas College) are participating on a subcontractual basis and will be playing an active role in the documentation of the final report.

Periodic meetings of the Project Follow-up Advisory Committee and college representatives are part of the process for providing statewide input into the design of the system. A study (discussed previously) conducted early in the Project to gain a consensus of opinion regarding the characteristics of the follow-up system has provided basis guidelines which Project Follow-up has been using to coordinate the design effort.

SYSTEM CHARACTERISTICS

In addition to functions noted elsewhere, the system exhibits the below characteristics:

1. The student follow-up information system both in responsibility and implementation; its primary purpose is to furnish data so that local colleges may initiate, develop, modify or delete programs, and classes (i.e., the system is designed to enhance and improve local college operation).

2. Provides easy to use, pre-tested, uncomplicated procedures and instruments for collecting student follow-up information.

3. Identifies diverse educational goals of students and the extent to which these students perceive their goals to have been satisfied.

4. Is compatible and consistent with presently existing local, state and national reporting requirements.

5. Provides data for use at both the state and local level as well as improves the mechanism for state reporting of follow-up information.

6. Provides mechanisms for processing student follow-up data by manual or machine methods.

7. Collects follow-up data from a variety of occupational/technical and university transfer/academic populations.

8. Provides a mechanism for evaluation of the follow-up system.

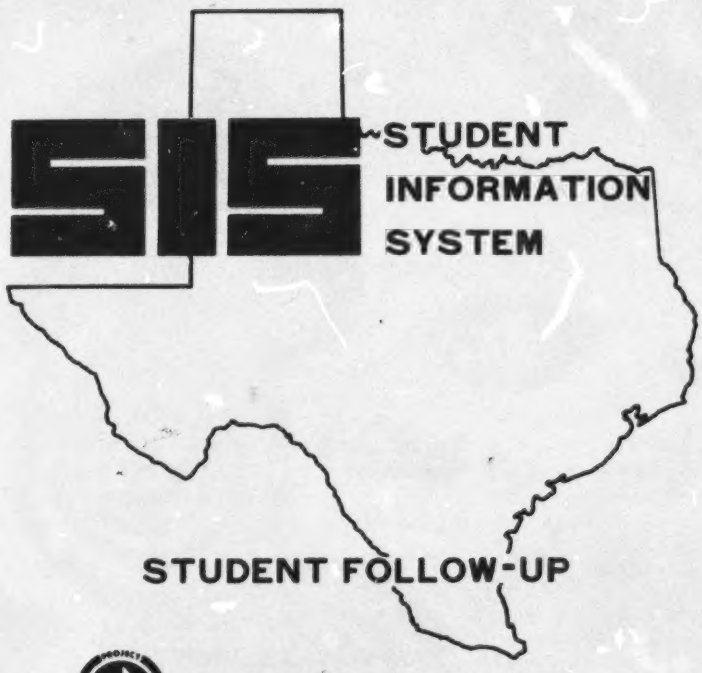
9. Built around the concept of an educational management information system.

10. Flexible in nature, allowing colleges the option of choosing its degree of implementation above the requirements for state follow-up reporting.

11. Is cyclic in nature (collects comparable data over a large number of years at minimal expense).

12. Provides questionnaires for institutional use in "comparing" survey results.

Consideration is now being given to the best method to introduce the follow-up system in Texas so a college can choose a particular area of follow-up emphasis on a discretionary basis. A centralized office within a State Agency to provide a coordination function is also being discussed. For further information concerning Project Follow-up, please contact Dr. Jim Reed, Director of Project Follow-up, Tarrant County Junior College, Electric Service Building, Fort Worth, Texas 76102.



MANAGEMENT INFORMATION SYSTEM

SIS (Student Follow-up Information System) has been developed by community/junior colleges in the State of Texas in response to the need for systematic and valid means of collecting follow-up data. SIS is composed of a series of data collection devices designed and tested in a multitude of different environments in various colleges throughout Texas. SIS, built around the concept of an educational management information system, is divided into seven subsystems, each with its own instruments and methods of processing. The procedural operation of SIS is fully documented in system "Manuals" and accompanying reports by subcontractor institutions. For more information concerning SIS, contact the Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, Austin, Texas 78701.

SUBSYSTEM I
STUDENT'S EDUCATIONAL INTENT

PROCEDURES

Subsystem I (Student's Educational Intent) provides a mechanism for the collection of information relative to the student's education intent (or goal). The information (which can be collected during registration or in-class) is normally utilized for analyses of subsequent follow-up studies to determine the relative level of student achievement. Provisions have been made for the data collected in this subsystem to be either manually or computer processed.

QUESTIONNAIRE DESIGNED

A single card-size questionnaire which fits into most college registration packets has been designed and tested in a variety of educational environments by many of the community/junior colleges of Texas. The SEI card (being one of SIS's color-coded questionnaires) can normally be implemented with a minimum of difficulty and can be used for local informational purposes.

TYPE OF INFORMATION COLLECTED

The SEI card collects the below types of student information:

- Employment status
- Attendance objective (s)
- Individual course (s) or formal program pursuance
- Future enrollment plans
- Major field of study

In addition to the above, the SEI card provides space for the designation of student identification data as well as space for the "coding" of information for local analyses.

SUBSYSTEM II
STUDENT WITHDRAWAL FOLLOW-UP

PROCEDURES

Subsystem II (Student Withdrawal Follow-up) provides a mechanism for the collection of information from students who withdraw from college or individual courses. Information from students who adhere to the regular withdrawal process can be obtained by implementing the course withdrawal card and/or college withdrawal card in the registrar's or counseling office -- depending on the college's withdrawal process. Information from students who "walk off" (without completing the normal withdrawal process) can be obtained by implementing a mail-out survey using the walk-off card. Provisions have been made for the data collected in this subsystem to be either manually or computer processed.

QUESTIONNAIRES DESIGNED

Three questionnaires (of small card size) have been designed and tested in a variety of educational environments by many of the community/junior colleges in Texas. Each questionnaire is color-coded with only one (walk-off) requiring a mail-out type survey.

TYPE OF INFORMATION COLLECTED

The three withdrawal questionnaires collect the below types of student follow-up information:

- Program or course identification
- Employment and/or college enrollment status
- Reason (s) for withdrawal status
- Need of counselor assistance
- Previous use of college services
- Future enrollment status
- Opinion of educational experience
- Suggestions for improvement of courses and/or college services
- General comments

In addition to the above, the withdrawal cards provide space for the designation of student identification data as well as space for the "coding" of information for local analyses.

SUBSYSTEM III
NONRETURNING STUDENT FOLLOW-UP

PROCEDURES

Subsystem III (Nonreturning Student Follow-up) provides a mechanism for the collection of information from non-graduates who, after completing a specific enrollment period, do not return for a subsequent enrollment period. The two questionnaires contained within this subsystem normally necessitate the implementation of a mail-out survey after the college chooses the enrollment periods on which to concentrate and can generate the list of nonreturning students. These can be decided upon after due consideration has been given to the population from which data is desired. Provisions have been made for the data collected in this subsystem to be either manually or computer processed.

QUESTIONNAIRES DESIGNED

The two questionnaires have been designed and tested in a variety of educational environments by community/junior colleges in Texas. One of the questionnaires is designed for both university transfer/academic and occupational/technical students while the other is specifically designed for occupational/technical nonreturning students. Also, additional nonreturning student questionnaires designed by follow-up subcontractor colleges are available for usage.

TYPE OF INFORMATION COLLECTED

The two nonreturning student questionnaires collect the below types of student follow-up information:

- Attendance objective (s)
- Individual course (s) or formal program pursuance
- Major field of study
- Sex and ethnic data
- College enrollment status
- Employment status
- Relation of employment to course (s) completed
- Prior employment in area related to course (s) completed
- Opinion of course (s) completed
- Opinion of student service (s) areas
- Name of transfer college and status
- Future enrollment and/or course interests
- Transfer problem areas
- Usefulness of training to job performance
- Relation of course (s) completed to career plans
- Degree of completion of educational objective
- Reason (s) for nonreturning student status
- Number of college credit hours completed
- Opinion of educational experience
- Course type code
- Target population code
- Level code
- Suggestions for improvement of course (s) and/or service (s)
- General comments

SUBSYSTEM IV
GRADUATE FOLLOW-UP

PROCEDURES

Subsystem IV (Graduate Follow-up) provides a mechanism for the collection of information from students who graduate from Associate Degree or Certificate/Diploma programs (both university transfer/academic **and** occupational/technical). The graduate questionnaires normally necessitate the implementation of a mail-out survey after the appropriate population has been identified. The first year graduate instrument specifically contains questions to generate data for local decision-making and for completion of the State follow-up report form. Provisions have been made for the data collected in this subsystem to be either manually or computer processed.

QUESTIONNAIRES DESIGNED

The questionnaires have been designed and tested in a variety of educational environments by community/junior colleges in Texas. The three questionnaires (printed on both sides of an 8½ x 11 sheet) facilitate the follow-up of both university transfer/academic and occupational/technical program graduates at the end of the first, third, and fifth year after graduation. Also, additional graduate questionnaires designed by follow-up subcontractor colleges are available for usage.

TYPE OF INFORMATION COLLECTED

The three graduate questionnaires collect the below types of student follow-up information:

- Attendance objective (s)
- Sex and ethnic data
- College enrollment status
- Employment status
- Relation of employment to program completed
- Prior employment in area related to program completed
- Opinion of program completed
- Opinion of student service (s) area
- Name of transfer college status, and GPA
- Usefulness of training to job performance
- Transfer problem areas
- Salary information
- Job title and name of employer
- Reason (s) for employment in area unrelated to program completed
- Relation of program completed to career plans
- Opinion of educational experience
- Job outlook information
- Mobility information
- Course type code
- Target population code
- Level code
- Suggestions for improvement of program and/or services
- General comments

SUBSYSTEM V
EMPLOYER FOLLOW-UP

PROCEDURES

Subsystem V (Employer Follow-up) provides a mechanism for the collection of information from employers of program graduates who participated in a previously conducted graduate survey. The employer questionnaire normally necessitates the implementation of a mail-out survey after the list of employer names and addresses has been compiled from survey forms returned by program graduates. Provisions have been made for the data collected in this subsystem to be either manually or computer processed.

QUESTIONNAIRE DESIGNED

A single questionnaire has been designed and tested in a variety of educational environments by community/junior colleges in Texas. The employer questionnaire (printed on both sides of an 8½ x 7½ sheet) is also color-coded.

TYPE OF INFORMATION COLLECTED

The employer questionnaire collects the below types of employer follow-up information:

- Opinion of the training received by the program graduate
- Usefulness of training to job performance
- Job outlook information
- Opinion of job performance and upward mobility
- Suggestions for needed training programs
- Placement source
- Suggestions for improvement of the program
- General comments

SUBSYSTEM VI
ADULT AND CONTINUING EDUCATION FOLLOW-UP

PROCEDURES

Subsystem VI (Adult and Continuing Education Follow-up) provides a mechanism for the collection of information from students who complete (1) preparatory, (2) supplemental, or (3) other adult and continuing education courses. The first questionnaire normally necessitates the implementation of a mail-out survey. The second questionnaire facilitates a mail-out or in-class survey while the third is designed for implementation in-class.

QUESTIONNAIRES DESIGNED

Three questionnaires (of small card size) have been designed and tested in the community/junior colleges of Texas. Each questionnaire is color coded with only one (preparatory) requiring a mail-out survey.

TYPE OF INFORMATION COLLECTED

The three adult and continuing education questionnaires collect the below types of student follow-up information:

Employment status
Relation of employment to course completed
Opinion of course completed
Suggestions for improvement of course
General comments
Future enrollment and/or course interests
Usefulness of training to job performance
Number of college credit hours completed
Course identification
Course type code
Target population code
Level Code

SUBSYSTEM VII
STATE FOLLOW-UP REPORTING

PROCEDURES

Subsystem VII (State Follow-up Reporting) provides a mechanism for the collection of information required for State follow-up reporting. The mechanism for collecting statewide follow-up information is largely decentralized, with individual colleges conducting the surveys and reporting student follow-up information via standardized data transmittal devices.

Subsystem VII facilitates occupational/technical reporting for Texas Education Agency and Department of Health, Education and Welfare follow-up report forms according to the below HEW definition of "completers":

1. Students who successfully completed the required sequence of vocational instruction in their programs of study and graduated.

2. Students who completed the vocational program requirements and left school without graduating.

3. Students who terminated their training in a program prior to normal completion time but who have gained marketable skills and have been employed full time in the field for which they have been trained.

The collection of State reported follow-up data is based on the concept of collecting follow-up information for local use concurrent with collecting the data for State reporting. For this reason, colleges have the option of choosing a single "State" questionnaire or various other questionnaires which have been designed to collect State and local data from the required populations. In this manner, data needs at both the State and local level may be satisfied at the same time. Provisions have been made for the data collected in this subsystem to be either manually or computer processed.

QUESTIONNAIRES DESIGNED

Several questionnaires have been designed and tested in a variety of educational environments by community/junior colleges in Texas. In addition to the previously mentioned questionnaires, this "State" questionnaire has been designed to collect only that information for State reporting purposes. Individual "State" questions, which also appear on the questionnaires designed to collect follow-up information for both State and local needs, are noted on the questionnaires for ease in interpretation.

TYPE OF INFORMATION COLLECTED

The Texas Education Agency occupational/technical follow-up report form has previously been designed to collect the below types of information:

Employment status
College enrollment/other status
Sex and ethnic data
Relation of employment to
courses completed
Major field of study
Course type code
Target population code
Level code

Other previously noted questionnaires collect the above data in addition to follow-up information for local utilization.

WHY HAVE THE SYSTEM?

The State and the public two-year educational institutions of Texas need a student follow-up information system:

1. Because most Texas public community and junior colleges do not currently have comprehensive, flexible, tested and validated student follow-up systems;
2. Because responses from students, employers, and administration/faculty are considered useful and essential to local institutions' program planning and evaluation;
3. Because educational programs in Texas public community and junior colleges should be responsive to community needs as reflected in the existing job market, and the interests of their citizens;
4. Because accurate student follow-up information is required by local, state and national governing bodies, agencies and Texas public community/junior colleges for funding decisions.

In addition to the above, it is recognized that:

1. The long-term success of the system is directly related to the extent to which it contributes to the improvement of college programs.
2. The utilization of the system will become more refined as experience is gained in operation.
3. The system should not unnecessarily increase the complexity of the college's policies and reporting procedures.
4. The relative usage of the follow-up system is largely determined by the level of funds provided for data collection purposes.
5. Human and fiscal resources are required at both the State and local level for the maintenance of the system on a continual basis.

HOW WAS THE SYSTEM DEVELOPED?

As a result of legislation which stated that funds "shall be expended for the purpose of developing data directly relating to programs conducted by public junior colleges and shall be for the purpose of developing systems for the use by the junior colleges," the Texas Education Agency (in cooperation with an Advisory Committee of two-year college educators) invited proposals and ultimately selected Tarrant County Junior College, Fort Worth, Texas, as the prime contractor for the development of the follow-up system. During the period from May 15, 1974 through August 31, 1976, the cooperative efforts of the colleges were organized in the following manner:

1. SCOS-DELPHI Study (a survey conducted on a statewide basis to develop a consensus of opinion regarding the desirable characteristics of the follow-up system.)
2. The awarding of seven subcontracts to the below Texas community/junior colleges:
   a. Alvin Community College
   b. Amarillo College
   c. College of the Mainland
   d. Del Mar College
   e. Navarro College
   f. San Antonio College
   g. Western Texas College
3. The efforts of a large number of "volunteer institutions" who participated in the design effort by testing the questionnaires and evaluating the follow-up study procedures.
4. Interviews and discussions with public two-year college educators in Texas.
5. Consultative assistance by the Project Follow-up Advisory Committee.
6. Research of currently operating follow-up activities both inside and outside the State of Texas.
7. Input by Project Follow-up liaison personnel appointed by each public two-year college in Texas.

WHAT WILL THE SYSTEM DO?

In addition to functions noted elsewhere, SIS exhibits the below characteristics:

1. Is a decentralized system both in responsibility and implementation; its primary purpose is to provide means for collecting data so that local colleges may initiate, develop, modify or delete programs, and classes -- thereby enhancing and improving local college operation.
2. Provides easy to use, pre-tested, uncomplicated procedures and instruments for collecting student follow-up information.
3. Identifies diverse educational goals of students and the extent to which these students perceive their goals to have been satisfied.
4. Provides a system for accountability as measured by employer evaluations of the adequacy of established curriculums and the job performance level of program graduates.
5. Provides mechanisms for processing student follow-up data by manual or machine methods.
6. Provides a mechanism for evaluation of the follow-up system.
7. Flexible in nature, allowing colleges the option of choosing its degree of implementation above the requirements for State follow-up reporting.
8. Is cyclic in nature (collects comparable data over a large number of years at minimal expense).
9. Provides questionnaires for institutional use in "comparing" survey results.
10. Provides a mechanism for computing follow-up cost data.
11. Provides guidelines for "sampling" techniques and non-response bias analyses.

August 1976

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OCT 15 1976

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